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ABSTRACT

The report presents findings of a parent-organized and parent-conducted evaluation of special education services in Montclair, New Jersey. Parents visited classrooms (resource rooms and self-contained classes) and interviewed staff. Findings and recommendations address the following topics: identification of children (classification by school and service); programs (class size limits and service delivery options); administrative personnel; special education faculty and staff; educational facilities (violations of state code); the issue of early identification of learning disabled students (options of retention or participation in the Basic Skills Improvement Program and reasons for resistance to early identification); the issue of labeling; the status of informing parents about their legal rights; budget information (comparison of average costs of educating handicapped students in the district with state average); and curriculum (needs for increased use of computers in the high school and for guidance counselors in secondary programs). (CL)

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A REVIEW OF

MONTCLAIR'S SPECIAL EDUCATION PROGRAM

BY THE

MONTCLAIR ASSOCIATION FOR SPECIAL EDUCATION

"America's treatment of its handicapped children is, quite simply, a national disgrace. But the fact remains: parents and professionals have a desperate need for reliable information about the best way to foster a stigmatized child's optimal development."

The Unexpected Minority: Handicapped Children in America
by John Gliedman & William Roth for the Carnegie Council on Children

EC 180981

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INTRODUCTION

In December 1984, thirty-five parents of special education students from all schools in the district (including pupils receiving home instruction and those in out-of-district schools) met to discuss the need for an active parent organization representing special education students. Former members of the Montclair Exceptional Child Committee of the PTA Council, which had been inactive for approximately five years, addressed the group.

As a result of this meeting, the Montclair Association for Special Education (MASE) was formed and an executive committee appointed. Membership includes parents of children with handicaps in every classification category. The major goals are:

1. To act as advocates for handicapped children
2. To help improve services for all special education students
3. To educate parents about their legal rights
4. To campaign for early identification of the Learning Disabled*

In January 1985, the executive committee of MASE met with Dr. Mary Lee Fitzgerald, Superintendent of Schools, and Mr. Leslie Hoyle, Pupil Services Administrator, and stated its desire to learn about all the special education programs. The committee asked to visit all resource rooms and self-contained classes and to meet with special education instructors and child study team members. Mr. Hoyle welcomed parent involvement and looked forward to the committee's comments on the programs. He also suggested that MASE visit the alternate programs that service non-classified underachievers and students in emotional difficulty.

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*While the Federal Law includes Learning Disabilities as a handicap, New Jersey Law does not. Rather, it classifies the Learning Disabled as either Perceptually Impaired, Communications Handicapped or Neurologically Impaired. MASE focuses particularly on the Learning Disabled because children who are so handicapped are often overlooked, misdiagnosed or identified too late to remediate fully.

Parent teams of two were formed. They spent more than 100 hours visiting all resource rooms and self-contained classes (except one), all special education instructors, child study team members, and school principals. MASE also met with:

-Gloria Amatrudi, Instructor of the alternate program at Mt. Hebron
-Jim Bender, Chairperson, Art & Music Department, High School
-Joyce Carrington, Instructor of a science program for special education students at Mt. Hebron
-Robert Davis, School Business Administrator
-Pierson Fellows, Director of Guidance, High School
-Judy Granich, Director of Planning, Research & Evaluation
-Leslie Hoyle, Director of Pupil Services
-Juta Knowland, Chairperson, Department of Science, High School
-Robert Petrus, Teacher, Alternate High School
-Shirlene Powell-Sanders, Chairperson, Department of Special Education, High School
-William Puretz, Teacher, Interim I
-Raymond Spivey, Teacher, Interim II
-David Steinberg, Teacher of the alternate program, Glenfield
-Joseph Testa, Chairperson, Business Education Department, High School
-Barbara Tillman, Director of Curriculum
-Betty Veal, Assistant Superintendent of Schools
-Mary Vernacchia, Director of Special Education
-Judith Wilcox, Director of Secondary Education
-Sandra Woody, Director of Basic Skills Improvement Program

Without exception, the entire administrative staff and all the principals received MASE representatives courteously. Their positive attitude toward parents and support of parental involvement is greatly appreciated and to be commended. In all instances parents visited classrooms and spoke to staff without administration interference. As a result MASE was able to learn about and formulate recommendations for the following:

-How children are identified for special education services
-Programs
-Who's who in administrating services to handicapped children
-Who's who among special education faculty and staff
-Classroom facilities
-The issue of early identification of LD students
-The issue of labeling
-Legal rights of parents and handicapped students
-Curriculum
-The special education budget

HOW CHILDREN ARE IDENTIFIED FOR SPECIAL EDUCATION SERVICES

The Department of Pupil Services provides Special Education Services for educationally handicapped students between the ages of 3 and 21. Examination and classification are done by a Child Study Team comprised of a School Psychologist, a Learning Disability Teacher Consultant and a School Social Worker in possible consultation with a Physician. Classification categories in New Jersey are:

-Auditorily Handicapped
-Chronically Ill
-Communication Handicapped
-Emotionally Disturbed
-Mentally Retarded (Educable or Trainable)
-Multiply Handicapped
-Neurologically Impaired
-Orthopedically Handicapped
-Perceptually Impaired
-Preschool Handicapped
-Socially Maladjusted
-Visually Impaired

Table I below identifies the general student population and Table II on the following page identifies the classified student population by school and service.

TABLE I

THE SCHOOLS

Figures are based on 9/30/84 enrollment.

ELEMENTARY SCHOOLS	POPULATION	MAJORITY	MINORITY	% MINORITY
Bradford (Fundamental Magnet)	330	161	169	51.2%
Edgemont (Art Basic Magnet)	263	132	131	49.8%
Hillside (Gifted and Talented)	524	268	256	48.9%
Nishuane (Gifted and Talented)	632	309	323	51.1%
Northeast (International Magnet)	349	178	171	49.0%
Watchung (Science & Technology)	334	176	158	47.3%
MIDDLE SCHOOLS				
Glenfield (Gifted and Talented)	612	319	293	47.9%
Mt. Hebron (Science & Technology)	513	251	262	51.1%
HIGH SCHOOL	1872	1003	869	46.4%
OUT-OF-DISTRICT	93	41	52	55.9%
HOME INSTRUCTION	8	3	5	62.5%
TOTALS	5530	2841	2689	48.6%

TABLE II

CLASSIFIED BY SCHOOL, CLASSIFICATION AND SERVICE

SCHOOL	POPULATION	CLASSIFIED BY SERVICE		TOTAL CLASSIFIED	% CLASSIFIED
Bradford	330	SI	10	10	3%
Edgemont	263	PSN	12	18	7%
		NI	6		
Hillside	524	RR	14	37	7%
		CH	10		
		CH	13		
Nishuane	632	SI	6	12	2%
		EMR	6		
Northeast	349	RR	11	11	3%
Watchung	334	NI	6	28	8%
		SI	3		
		RR	19		
ELEMENTARY TOTAL	2432			116	5%
Glenfield	612	RR	11	69	11%
		RR	18		
		NI	12		
		CH	10		
		RR	18		
Mt. Hebron	513	NI	12	64	12%
		ED	8		
		ED	11		
		RR	15		
		RR	18		
MIDDLE SCHOOL TOTAL	1125			113	12%
Montclair High School		RR	23	170	9%
		RR	19		
		RR	20		
		RR	19		
		RR	20		
		ED	8		
		ED	10		
		ED	15		
		NI	16		
		NI	13		
		SI	7		
HIGH SCHOOL TOTAL	1872			170	9%
Out-of-District	93				
Home Instruction	8				
TOTAL	5530			520	9%

Population figures based on 9/30/84; classified 2/5/85. Figures do no change significantly during the year.

LEGEND

PSN - Preschool Special Needs
NI - Neurologically Impaired
CH - Communication Handicapped
ED - Emotionally Disturbed
SI - Supplemental Instruction
PI - Perceptually Impaired
RR - Resource Room (includes NI, PI, ED)
EMR - Educable Mentally Retarded

The following table delineates the number of students according to their handicap.

TABLE III

CLASSIFICATION AND NUMBER OF STUDENTS (1)

CLASSIFICATION	STUDENTS
Auditorily Handicapped	4
Chronically Ill	2
Communication Handicapped	46
Emotionally Disturbed	113
Mentally Retarded, Educable	9
Mentally Retarded, Trainable	12
Mentally Retarded, Eligible for Day Training	0
Multiply Handicapped	2
Neurologically Impaired	134
Orthopedically Handicapped	6
Perceptually Impaired	186
Preschool Handicapped	8
Socially Maladjusted	0
Visually Handicapped	1
Total	523

The special needs students are placed in the following educational programs in Montclair.

TABLE IV (2)

CLASSES, SERVICES AND STUDENTS

IN-DISTRICT CLASSES AND SERVICES	CLASSES	STUDENTS
Supplemental Instructors	4*	26
Preschool Special Needs Class	1	12
Neurologically Impaired Classes	6	65
Resource Rooms	13	226
Communication Handicapped Classes	3	33
Emotionally Disturbed Classes	4	37
Perceptually Impaired Class	1	15
Educably Mentally Retarded Class	1	6
OUT-OF-DISTRICT		93
HOME INSTRUCTION		8
Total	29	521

(1) The number of students classified by handicapping condition was obtained from Montclair's 1984-85 Program Plan for the Education of All Handicapped Children, Part 11, filed with the N J State Department of Education.
(2) Figures based on 2/5/85.
* The number of instructors, not classes.

Children are identified for special education services by either teacher, parent, or through the Cognitive Linquistic Intervention Program (CLIP). It is not always necessary, however, for a child to undergo complete diagnostic testing in order to receive special help. When a teacher suspects a student of having learning problems, he (she) and the principal must sign a statement of concern. The teacher is required to plan remedial strategies and share the plan with the parent(s). While the parents' consent is not necessary, they must be notified that additional methods to the regular system are being tried. A Learning Disability Teacher Consultant is available for consultation to the teacher. If after an unspecified period of time the problem has not improved, a full child study team evaluation begins.

Sections of the law pertaining to the pre-referral intervention plan read as follows:

> "Prior to any decision regarding referral of a pupil to a child study team for determination of eligibility for special education programs or services, interventions in the regular public school program to alleviate education problems shall be provided to the pupil and written documentation by staff of the regular program shall be made to their effect." (6:28 - 3.3a)

It should also be noted that in certain situations pre-referral intervention is not required.

> "Pre-referral intervention is not required for a pupil whose educational problem is such that direct referral to the Child Study Team can be supported." (6:28 - 3.3)

MASE is concerned that after parents and teachers begin to give a child attention, there may be some improvement in academic performance. However, with learning disabled students that improvement may be short-lived. The L.D.T.C. seeing improvement may hesitate to recommend a full child study team evaluation. Therefore. MASE recommends that time limits be set and criteria established to evaluate the pre-intervention referral procedures.

a) <u>Teacher or Parent Referral</u>

Teachers or parents can refer a child to the team for a diagnostic workup. Parents must sign a consent form for the team to do testing. There is a time limit of ninety days from receipt of parental consent to evaluation which includes a variety of tests administered by different team members.

After a child is evaluated, the Child Study Team must prepare a written report of the results of the evaluation. The report must state:

a. whether the child has a Specific Leaning Disability
b. the basis for making the determination
c. the relevant behavior noted during the observation of the child
d. the relationship of that behavior to the child's academic functioning
e. the educationally relevant medical findings, if any
f. whether there is a severe discrepancy between achievement and ability which is not correctable without special education and related services
g. the determination of the team concerning the effects of environmental, cultural, or economic disadvantage
h. each team member shall certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusions. (Federal Register, Thursday, December 29,1977, Part 11, Assistance to States for Education of Handicapped Children).

When a student is found eligible for special education services by the Child Study Team, a conference is held with the parent(s). Together they write an Individualized Education Program (I.E.P.) for the child. It is the legal responsibility of the Department of Pupil Services to follow the prescribed program. Related services, as defined in N.J. A.C. 6:28, may be included in the I.E.P. They are: "Counseling for pupils, counseling and/or training for parents relative to the education of a pupil, speech correction, recreation, occupational therapy, physical therapy, transportation, as well as any other appropriate developmental, corrective and supportive services required for a pupil to benefit from education and as indicated in the pupil's individualized education program."

b) Cognitive Linguistic Intervention Program (CLIP)

CLIP services 4 to 6 year old children (Pre-Kindergarden, Kindergarden, 1st grade) in the Montclair Primary Unit Program who demonstrate mild to moderate cognitive-linquistic development deficits. The program aims to alleviate learning problems before the child reaches the early primary grades.

All children (approximately 220 per year) entering the Primary Unit are screened with the Criterion Reference of Developmental Tasks (CRIDT) which assesses readiness, visual perception, auditory perception, cognitive-language, visual-motor performance, gross-motor coordination and body awareness.

Screening begins in the summer when children attend a one week introductory session and continues into September. Children selected for CLIP intervention services show problems in language and concept formation.

TABLE V

NUMBER OF CHILDREN SERVED

YEAR	STUDENTS
1978-1979	28
1979-1980	36
1980-1981	55
1981-1982	32
1982-1983	38
1983-1984	57
1984-1985	86

Parents are involved through individualized planning conferences and workshops offering activities for home use. These are collected in a complete and helpful Parent Handbook.

Statistics from The Program Evaluation 1978-1983 (prepared by Mary Vernacchia, Assistant Director of Pupil Services, March 1984) indicate the following outcome for 92 children served by CLIP:

Retained	24
Classified	30
Never retained or classified	38

Children in the program receive direct CLIP instruction in the classroom three times per week for 30 minutes per session (1 1/2 hours total per week). CLIP staff is composed of both Speech/Language pathologists and Learning Disabilities teachers. Some children receive additional instruction from the Speech/Language Therapist.

The curriculum follows the Primary Unit Program. CLIP specialists work closely with classroom teachers in assessment and remediation. CLIP also operates a six week summer language program.

PROGRAMS

Educational programs for handicapped students are provided according to regulations of the New Jersey Administrative Code, Chapter 28, Special Education, Title 6, Education, (N.J.A.C. 6:28) in which they are listed as:

1. Supplemental Instruction may be given individually or in groups not to exceed five pupils and is given in addition to the pupil's program. (6:28-4.2-1(ii)).

2. Resource Room instruction provides instruction in a major subject area, replacing teaching of that subject in a regular classroom. At any given time the number of students shall not exceed five and the total number of pupils assigned to a resource room teacher shall be no more than 20. (6:28-4.2(v)).

3. Self Contained Classes See Table Vl below for the breakdown of classifications and legal class size limit.

4. Home Instruction "Instruction shall be provided for no fewer than five hours per week...shall be accomplished in no fewer than three visits by a teacher on three separate days." (6:28-4.2(vi)).

5. Out-of-District Placement Day School or Residential

TABLE VI

CLASSIFICATION CLASS SIZE LIMITS

CLASSIFICATION	CLASS SIZE LIMITS
Auditorily Handicapped	8
Chronically Ill	15
Communication Handicapped	8
Emotionally Disturbed	8
Mentally Retarded (Educable)	15
Mentally Retarded (Trainable)	10
Mentally Retarded (Eligible for Day Training)*	9
Multiply Handicapped	8
Neurologically Impaired	8
Orthopedically Handicapped	10
Perceptually Impaired	12
Preschool Handicapped	8**
Socially Maladjusted	12
Visually Handicapped	8

*Pupil to staff ratio of three to one
**Classroom aide required

WHO'S WHO IN ADMINISTRATING SERVICES TO HANDICAPPED CHILDREN

Mr. Leslie Hoyle is Pupil Service Administrator of the Department of Pupil Services. He was appointed to that position in 1981 and has been with the Montclair Public School System since September 1967. He has served as assistant principal at Glenfield and the High School and as a principal at Mt. Hebron. Mr. Hoyle received his MA from Seton Hall in 1976 and holds certification as a principal, supervisor, and learning disability teacher consultant. He has 100 credits above the masters level. His primary function is to set direction and make major decisions for the Department of Pupil Services.

Dr. Mary Vernacchia is Director of Special Education since 1981 and has been with the Montclair system since 1972. She was director of the Cognitive Linguistic Intervention Program from 1979 to 1981. Dr. Vernacchia holds Learning Disabilities Teacher Consultant certification from Montclair State College and in June of 1985 received her EDd from the University of Massachusetts. The function of the Director of Pupil Services is to coordinate the work of the Child Study members and Speech Personnel, to supervise the special education programs, direct and monitor the special education curriculum.

WHO'S WHO AMONG SPECIAL EDUCATION FACULTY AND STAFF

The Department of Pupil Services staff of 63 (1985-1986) includes:

-29 Special Education Teachers (20 of whom have master degrees, 8 have 30 credits beyond the masters level, 1 has a PhD)
-3 CLIP Staff
-5 part-time Speech Therapists
-4 Child Study Teams
-15 Guidance Staff
-8 full-time Nurses
-3 part-time Physicians
-8 building-based Learning Disability Teacher Consultants who function as members of the Child Study Teams in their respective schools
-3 Supplemental Instructors

MASE is impressed with the sincerity and openness of the special education staff and their willingness to share problems and concerns. The Montclair Special Education staff is exceptionally dedicated to helping their students. Many teachers spoke of working on curriculum modification on their own time. Some devote weekends to researching educational materials. MASE recommends frequent in-service training programs for special education teachers in order to keep up with new teaching methods, materials, and techniques in the field. Staff complained to MASE of an insufficient number of staff meetings with Mr. Hoyle. Some made reference to a meeting that was held in January which they believe was called only because of the upcoming state audit. Staff have made proposals to Central Office that have gone unheeded. It seems to MASE that regularly scheduled staff meetings are necessary.

EDUCATIONAL FACILITIES

MASE was generally pleased and impressed by classroom facilities in the elementary and middle schools, with the following exceptions:

Northeast School: The resource room is nicely decorated and pleasant but is shared by the Basic Skills Improvement Program and English as a Second Language students. The resource room instructor has little space to store materials. The day MASE visited there were more than 20 children in the room participating in 3 different programs. The space is too small and inadequately divided.

Watchung School: The supplemental instructor and her students are situated in the middle of the library. Although the environment is pleasant, children with a high degree of distractibility should be located in a less stimulating environment.

Glenfield School: Glenfield is not accessible to the handicapped, even though it was just renovated.

MASE observed the following problems in the High School:

Room 615 in the Annex, a Resource Room staffed by Ms. E. Anderson has a leak from the roof.

Small Engine Repair Shop is poorly ventilated. In anticipation of failing New Jersey State standards, machinery was removed from the shop in April during the state monitoring. The report of the Visiting Committee of the Middle States stated, "Present conditions constitute a potentially hazardous situation due to gasoline and cleaning agent fumes." (Page 56) There is no exhaust fan or sink in the room for students to wash their hands.

Chairperson of the H.S. Special Education Department, Ms. S Powell-Sanders, needs an office separate from her classroom.

Violations in Class Sizes in Two Resource Rooms Mr. Franzblau is assigned 23 students and sees 11 in one period. Ms. D. Villano has 19 students with 9 scheduled in one hour. This is a violation of 6:28-4.2v: "The number of pupils in a resource room at any given time shall not exceed five. The total number of pupils assigned to a resource room teacher shall be no more than twenty."

New Jersey State Monitors cited other violations:

"During the program review, the practice of exceeding state mandated maximum number of pupils in resource rooms with the addition of a teacher aide was observed and further substantiated by class schedules throughout the district. Specifically, periods 6 and 7 at Hillside School; periods 1, 2, 3, and 4 at Watchung School; periods 1, 2, and 3 room 216 at Glenfield School; periods 1, 3, 4, and 6 room 1B; periods 2, 6, and 8, room 1A; and periods 2, 3, and 7 room 302 at Montclair High School; periods 3, 4, 6, and 8 room 615 at George Inness School."

"The NI class at George Inness School has 16 pupils on roll. Enrollment in this class must be decreased and approval requested from the county office if class size exceeds 8 pupils."

THE ISSUE OF EARLY IDENTIFICATION OF LEARNING DISABLED STUDENTS

"Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, or do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, of mental retardation, of emotional disturbance or of environmental, cultural or economic disadvantage." (PL94-142 The Education For All Handicapped Children Act)

MASE is committed to the early identification of the Learning Disabled. Psychological stress, social isolation and repeated failure may be substantially reduced and eliminated with the introduction of appropriate services early in a Learning Disabled child's education.

A review of current figures reveals that only 5% of students are classified in all categories in the elementary schools in Montclair. This includes children who are physically and mentally handicapped. Out of a population of 632, Nisuane has only 12 children classified, 6 of whom are educable mentally retarded and are in the Downs Syndrome Unit. Children are seldom if ever classified at Edgemont and the percentage serviced would drop to less than a quarter of a percent if the figures for the Preschool Special Needs class, which services children from ages 3 to 5 for the entire community, were removed from that statistic. Less than 3% of the children are classified at Bradford or Northeast. The statistics for Hillside are higher only because Hillside houses 2 communication classes for the elementary school level. Watchung in the only elementary school in the district that has a relatively typical percentage (8%) of students classified, although even that is considered low by MASE.

The situation changes in the middle schools where we find 11% classified at Glenfield and 12% at Mt. Hebron. The figure drops to 9% in the high school only because the out-of-district placements have not been included in the statistics.

Of the 51 full Child Study Team evaluations completed between September 1984 and February 13, 1985, 19 (37%) were of high school students.

TABLE VII

Number of Full Child Study Team Evaluations Completed 2/85

Bradford	5	
Edgemont	2	
Nishuane	3	
Northeast	2	
Watchung	2	
Hillside	6	
Glenfield	9	
Mt. Hebron	3	
High School	9	
	1	(LDTC only)
George Inness	8	
	1	(LDTC only)

Since it seems that Learning Disabled students are not being identified and provided with special education programs early and since their problems cannot be overlooked, where are they? How are they being serviced? MASE suspects that they may be serviced by the Basic Skills Improvement (BSIP) or retained.

Basic Skills Improvement Program (BSIP)

BSIP provides remedial help in basic reading, writing and mathematics to those students having difficulty in making normal educational progress in basic skills and who fall below national norms on standardized tests. It is a program funded by Federal, State, and Local monies and provides 2 periods per week per subject in a learning center. BSIP services students in every grade.

MASE is concerned that Learning Disabled students may be in BSIP rather than in resource rooms, self-contained classes or receiving supplemental instruction. Normal children who fall behind belong in BSIP. Learning Disabled children on the other hand are handicapped and must be taught through a variety of special strategies and techniques. MASE urges the Department of Pupil Services to test BSIP students who are one year or more behind in their standardized test scores and investigate those schools with very high BSIP enrollment (Edgemont, Watchung, and Mt. Hebron). Any child remaining in BSIP for two consecutive years should be referred for evaluation.

TABLE VIII

BSIP POPULATION BY SCHOOL
Based on 9/30/84 figures

SCHOOL	SCHOOL POPULATION	BSIP POPLULATION	% BSIP
Bradford	330	42	13%
Edgemont	263	47	18%
Hillside	524	63	12%
Nishuane	632	70	12%
Northeast	349	39	11%
Watchung	334	61	18%
Elementary	2432	322	13%
Glenfield	612	80	13%
Mt. Hebron	513	88	17%
Middle School	1125	168	15%
High School	1872	207	11%
TOTAL	5429	697	13%

Retention

Retention is often recommended for some children with a "maturational lag". A full Child Study Team evaluation is not required to retain a child for this reason. MASE recommends a full Child Study Team evaluation before a child is retained.

Listed below are retention figures for 6/30/85 which are subject to change at the end of summer school when some children may be promoted. There are no figures for the High School where there is no retention per se. Students who fail a subject and have insufficient credits to graduate can extend their High School careers until they have earned the required credits.

TABLE IX

RETENTION

Bradford	14
Edgemont	4
Hillside	9
Nishuane	31
Northeast	14
Watchung	8
Glenfield	5
Mt. Hebron	5

REASONS FOR RESISTANCE TO EARLY IDENTIFICATION OF LEARNING DISABLED STUDENTS

MASE is deeply concerned with the low number of Learning Disabled students in the elementary grades and the resistance to identifying them early in their academic careers. There are many reasons for resistance to early identification.

Community Resistance During the administration of Dr. Walter Marks, the Black community pressured the Montclair Board of Education to cease what appeared to be the was blatant misclassification of minority students. It appears that minority students were indiscriminately classified as Educable Mentally Retarded or Emotionally Disturbed because they misbehaved or did not meet teachers' standards of performance. Children who suffered most from this policy were those with Learning Disabilities. Others with obvious physical and mental handicaps were correctly classified and serviced. Many Learning Disabled children did eventually become classified but later than they should have been. The tragedy is that:

> "By the time the Learning Disabled child reaches Junior High School, the damage to his personality has become so intense that he is almost beyond salavaging. His opinion of himself is so low, and his lack of self-confidence has become so deeply imbedded that remedial instruction must take a back seat to efforts to restoring his self-esteem."
> Square Pegs Round Holes by Dr. Harold B. Levy

Parental Resistance Parents fear the stigma of classification. They are also often unaware of special services available to help their children.

Department of Special Education Resistance It is MASE's impression that the department does not want to appear too agressive in seeking out handicapped students. A high percentage of classified students is not considered good for the department's reputation.

Central Office Resistance Central office is concerned about the high cost of services.

Principals Resistance Principals take professional pride in having low numbers of classified students in their schools and want to appear able to cope with difficult students without outside assistance.

Teacher Resistance Teachers are discouraged by the reaction of principals and special education personnel to their concerns. Frequently the teachers lack knowledge to make a proper educational diagnosis.

Student Resistance Children are afraid of being separated from their friends.

Many of these reasons for resisting classification are understood. However, Montclair must make a concerted effort to foster a more positive attitude toward special education by educators and parents because youngsters do not outgrow Learning Disabilities. This handicap is not a mere maturational lag.

> "Many of the parents of my Learning Disabled patients tell me the sad story of how they waited and waited, until they discovered that the only thing their child outgrew was his trousers! Years after they expected their 'late bloomer' to blossom forth and catch up with the rest of the class, but instead he became more frustrated and humiliated by the ridicule he received from his classmates and his teachers."
> Square Pegs Round Holes by Dr. Harold B. Levy

THE ISSUE OF LABELING

Do you really want you child labeled? This is a hard question for parents to answer. Some people consider classifying a child as stigmatizing him with a dirty name. MASE initially had no intention of addressing this issue as our members had obviously answered yes to the question when they classified their children. (Most of us knew our children were already labeled: dummy, bully, trouble-maker, etc.) We decided to address the issue because, too often, parents are discouraged from seeking services for their children because they fear the stigma of perjorative labels.

By far, the most difficult label to wear, the one that causes the most distress is "Emotionally Disturbed". Unfortunately this classification is most often given to minority students. Of the 48 out-of-district placements for Emotionally Disturbed students, 38 are minority. Of the 37 students in the 4 classes for Emotionally Disturbed (2 at the High School and 2 at Mt. Hebron), 34 are minority. It should be noted that not all Emotionally Disturbed students are in self-contained classes or out-of-district. Nineteen Emotionally Disturbed students are successfully mainstreamed.

MASE recommends that a Neurologist examine a student before the Child Study Team is allowed to classify him Emotionally Disturbed. The possibility of Neurological Impairment should not be overlooked as a cause for disruptive behavior.

MASE interviewed many special education students including those in self-contained classes for Emotionally Disturbed. The students believe they are as capable as their peers, but all said they could not make it in public school without being classified and receiving the special support they need in order to achieve. Without exception, they spoke warmly of their special education teachers, who do not exert pressure for immediate answers but wait patiently for them to answer questions or solve problems. If anything, their hostility is directed to mainstream teachers who show little tolerance for their handicaps or educational difficulties. Labeling may be more of a problem for adults than for youngsters who clearly understand and appreciate the services they are getting.

If parents are worried about confidentiality and what may or may not be

included in their children's school records, they need to know that:

"Information in pupil records, other than that described in subsection (c)* may be destroyed after the information is no longer necessary to provide educational services to a pupil." (6:302.8(c) Retention and Destruction of Pupil Records)

*Subsection (c) states that the "public school district of last attendance shall keep in perpetuity a permanent record of a pupil's name, date of birth, sex, address, telephone number, grades, attendance record, classes attended, grade level completed, name(s) of parent(s), guardian(s) and citizenship status". (6:302.8(c))

The Montclair Board of Education's Pupil Services Handbook prepared for special education staff, best explains the issue of labeling.

"Classification of children for educational purposes is not a process of labeling or categorizing. Instead, it is a means of planning appropriate educational programs, determining and providing appropriate facilities, and is the basis for assignment of those qualified instructional persons who are best able to deliver the educational services required by the student." (page 83)

INFORMING PARENTS OF THEIR LEGAL RIGHTS

A free appropriate public education for every handicapped child is mandated by both federal and state law. PL: 94-142 allows parents a significant role in the classification process and educational planning for their children.

N.J.A.C. 6:28 requires written parental consent before a Child Study Team tests a child. It also requires that a copy of procedural safeguards, subchapter 2 of the New Jersey Regulations be given to parents. If a pupil is eligible for services, the parents shall be provided with 6:28. The law requires local boards of education to assume responsibility for advising parents of their legal rights and role in the evaluation and classification process. Due process procedures, in cases where conflicts may arise between parents and Child Study Teams, are also defined. However, MASE feels it is insufficient for the Child Study Team to present parents with a copy of the New Jersey Regulations on Special Education without a thorough explanation of its contents.

There seems to be a serious lack of information available to parents from the Department of Pupil Services. On two separate occasions, Mr. Hoyle was asked for the following laws which must be provided by the district: N.J.S.A. 18A:46-1 et seq. and N.J.A.C. 6:32-3.1 to 2.8. It became necessary to obtain these documents from the Office of the County Superintendent of Schools, as Mr. Hoyle did not have copies available.

MASE provided Mr. Hoyle with a copy of When Your Child Is Referred: What Are Your Rights? by Dr. S. Oviery, Director of Special Education, Maplewood/South Orange School District and asked him either to modify it for Montclair's needs or to obtain permission from Dr. Oviery to distribute it to Montclair parents. This has not been done.

The New Jersey State Department of Education publishes Individualized

Education Programs: Questions and Answers, an information packet on parents' rights. MASE recommends that it be distributed to all parents of special education students in Montclair immediately.

There are many other excellent information packets produced for parents by agencies throughout the country. MASE urges the Department of Pupil Services and Board of Education to assess information from the following sources for possible distribution to all parents of special education students in Montclair.

Washington Pave
Parent to Parent Training Project
1010 South 1
Tacoma, Wa 98405

Parents Educating Parents Project
Department of Special Education
Pulliam Hall
Southern Illinois University of Carbondale
Carbondale, IL 62901

The Office of Special Education Administration
West Virginia Department of Education
Charleston, W.V.

The Task Force on Education for the Handicapped
812 Jefferson Blvd.
South Bend, IN 46617

BUDGET

The special education budget is $3,184,771. Of this $1,664,714* is reimbursed by Federal and State agencies. This represents 52% of that budget. The 52% would have been raised to 54% if special education was credited with two additional federal grants which served special education students:

Training Parent Volunteers	$51,000
Preschool Special Education	9,600
	$60,600

Although the monies were used by the Department of Pupil Services, the monies for the Preschool Special Education were credited to Primary unit expenditures and the monies for Training Parent Volunteers were allocated in the budget to: central administration, general support, planning and evaluation, and insurance/fixed charges.

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*$1,384,744 (Categorical Aid from the State of New Jersey) 1985-86 (1)
149,000 Education Handicapped Act, Title VI-B (Federal) (2)
130,970 Secondary Special Education Grant, PL 94-142 (Federal)

$1,664,714

(1) CATEGORICAL AID FROM THE STATE 1985-86

Special Education Classes	$380,178
Private School (1)	190,424
Private School (2)	213,800
Supplementary	64,837
Home Instruction	49,063
Resource Room	424,030
Res Facility for Retarded	14,267
Day Training Center	23,811
Res Youth Center	4,454
Tr Sch or Corr Facility	6,698
C Treat Ctr Psy Hosp	3,182
	$1,384,744

(2) Flow though Funds "Will be used to hire staff to coordinate and implement procedures and services for serving handicapped pupils at the preschool, elementary, middle and high school levels in placements in and out of the district." (Department of Education, Application, Amendment, and Report, Part B, PL 94-142, FY 1985)

523 classified pupils x $200.00 =	$104,600
222 students eligible for speech correction =	44,400**
	$149,000

** The Department of Pupil Services also provides speech services to 222 non-classified pupils eligible for speech correction.

Montclair will receive categorical aid of $40,188.00 ($3349 x .60 x 20 students) for each resource room. Categorical aid is the monies the State gives the district for special education, compensatory, bilingual, and local vocational education. Categorical aid to Montclair in the period 1985-86 is $1,384,744.

Below is a comparison between the average cost of educating handicapped students in Montclair as compared to the N.J. average. We have used the 6/30/84 figures as the figures for 1985-86 are only partially complete. The State's contribution is known, but Montclair's actual costs have not yet been computed.

TABLE X

COMPARISON BETWEEN NEW JERSEY AVERAGE COST AND MONTCLAIR COST FOR THE EDUCATION FOR SPECIAL EDUCATION STUDENTS IN SELF-CONTAINED CLASSES June 30.1984

CLASSIFICATION	COST FACTOR FOR CLASSIF.	COST REGULAR STUDENT (NJ)	CAT AID	FOR CLASSIFIED NJ AVE	MONTCLAIR
EMR	.41	$3100	$1271	$4385	$7396
Neurologically Impaired	.57	$3100	$1767	$4882	$4436
Perceptually Impaired	.28	$3100	$ 868	$3980	$3062
Emotionally Disturbed	.68	$3100	$2108	$5224	$3945
Communication Handicapped	.84	$3100	$2604	$5722	$4260
Preschool Handicapped	.23	$3100	$ 713	$3825	$3570

These figures indicate a lack of commitment to special education. The cost of providing an education for the regular student in the State of New Jersey in 1983-84 was $3100. This figure is used by the State in computing categorical aid which, in that period, was $1,109,362 to Montclair. Montclair's cost to educate a non-classified student in K-8 in 1983-84 was $3381; in the high school was $3840. Montclair spent above the State average ($3100) to educate its regular students. Categorical aid received by Montclair from the State of New Jersey, however, was used to reduce the basic cost of educating special needs students rather than to purchase needed additional services. For example, Montclair received $868 ($3980-3062) per perceptually impaired pupil. The system spent less on these students than it would have had they been non-classified ($3381 K-8, $3840 HS). Montclair spent more only on the Educable Mentally Retarded than the N.J. average because there are only six pupils in the EMR class at Nishuane, therefore raising the per pupil cost to educate these students.

Monies from state and federal governments are awarded to meet additional costs to provide special education students a free and appropriate public education. Smaller classes are mandated by law requiring larger expenditures for staffing. There is insufficient monies from the high school supply account to purchase special textbooks and supplies. Special education students with reading disabilites need audio tapes and those with difficulty in mathematics need calculators.

TABLE XI

SPECIAL EDUCATION BUDGET YEAR 85/86

ACCOUNT DESCRIPTION	APPROPRIATIONS
Special Education Teachers	909,829
Home Instruction Teachers	39,528
Supplemental Instruction Teachers	62,497
Summer Child Study Team	22,322
Speech Therapists	138,016
Social Workers	219,920
Psychological Personnel	108,004
L.D.T.C.s	266,140
Special Education Aides	253,998
Communication Handicapped Text	150
Emotionally Disturbed Textbook	700
Neurologically Impaired Text	1,000
Supplemental Instruction Text	150
Multicategorical Textbooks	3,000
Special Education Periodicals	3,000
Communication Handicap Supply	1,100
Emotionally Disturbed Supplies	2,380
Home Instruction Supplies	1,100
Neurologically Impaired Supply	3,130
Speech Therapy Supplies	1,090
Supplemental Instruction Supply	800
Multicategorical Supplies	4,340
Tuition Special Education	826,607
Tuition State Facilities	92,600
Professional salaries 94-142	122,000
In service PL 94-142	2,000
Consultant PL 94-142	4,000
Teachers Salaries Sp Ed Project	50,000
Prof Sal Sp Ed Project 94-142	20,000
In service Sp Ed Project 94-142	11,520
Supplies Sp Ed Project 94-142	5,050
Other Exp Sp Ed Project 94-142	450
Consultants Sp Ed Proj 94-142	5,400
Equipment Sp Ed Project 94-142	2,950
	$3,184,771

CURRICULUM

MASE did not have the time or expertise to evaluate the full special education curriculum. However, based on research into curricula throughout the country and lengthy discussions with faculty, we offer the following recommendations.

A guidance counselor for special education high school students A guidance counselor, expert in post secondary school opportunities for handicapped students, is needed to help direct them to work training, higher education, scholarships, etc. The Middle States Association of Colleges and Schools Commission made a similar recommendation - "That time and remuneration be given counselors for a planned program of visits to post secondary and work experience facilities." (page 52)

Greater use of computers in the high school In March 1985, Shirla Matthews, June Perdon, and Jacqueline Reeves (special education teachers in the high school) submitted a proposal for the use of computers for special education students at the high school. At present the Department of Special Education has only two computers for 170 students. It is estimated that a student may use a computer for only 10 minutes per week. In addition, there is not enough software. Because of their limited access to computers, classified students are at a distinct disadvantage when they move into the mainstream where students have had more time and experience with computers. On the other hand, Mr. Rosado, principal of Hillside, has placed a computer in each of two communication handicapped classes. The teachers spoke positively of the results. MASE recommends computers be placed in every resource room and self-contained class.

Adaptive programs All subjects should be adapted to the needs of special education students. Since MASE only visited the science, art and typing programs in the high school, we restrict our comments to those three subjects.

Re: Science Although the high school offers science on three academic levels, instruction relies heavily on text books. Many classified students have difficulty keeping up with the reading. Large classes in the high school (25 or more) prevent the teacher from giving individual instruction and require the whole class to progress at a uniform pace. In the middle schools, science is given at a single level. Adaptive science programs are particularly important in the middle schools because many self-contained classroom teachers are uncomfortable teaching science. Successful adaptive programs have been introduced in the middle schools and should be made the rule. At Mt. Hebron, Ms. Carrington offers a special science class for ten classified students. They conduct basic experiments in chemistry and physics and work at their own pace while the teacher circulates among them giving individual instruction. At Glenfield, Ms. Wasseff reported (MASE did not observe) that she successfully uses film strips and tape recorders to teach resource room students practical application of basic science concepts. However, her budget for materials is insufficient. MASE suggests that the Department of Pupil Services explore the SAVI/SELPH Interdisciplinary Multisensory Science Enrichment Program that has been used successfully for teaching Developmentally Disabled and Non-disabled students. For information contact: SAVI/SELPH, Center for Multisensory Learning, Lawrence Hall of Science, University of California, Berkeley, CA 94720.

Re: Art The High School Child Study Team has stated that most classified

students are unable to cope with the present art class offerings. They are, therefore, deprived of a rich cultural experience. On 10/12/84, the team of Joyce Hobbs, Ray Salcines, and Frank Bartholomew submitted a proposal to Mr. Hoyle recommending the introduction of an adaptive art program into the high school curriculum. They were advised that it was submitted too late for the 1985/86 budget. As far as MASE could determine, this proposal was not considered further. The team provided Insights Art in Special Education, Educating the Handicapped Through Art (Editor Angel E. Shectman, Art Educators of New Jersey, 1976) as academic back-up. Jim Bender, Chairman of the High School Art Department, supports the idea of an adaptive art program.

Re: Typing For what seems to MASE as very obvious reasons, skill not speed should be emphasized in an adaptive typing class. All students having difficulty writing (dysgraphia) should be taught typing.

Expanded pre-vocational and vocational programs MASE agrees with the suggestions made by the Visiting Committee of the Middle States Association of Colleges and Schools Commission on Secondary Schools and repeats them here.

1. "That greater emphasis be placed on providing appropriate courses for the students of lower and average abilities, e.g. an expanded home economics program with attendant staffing, a vocational program, a variety of course selections in math and science which would meet the needs and interests of these students." (page 8)

2. To upgrade the business education department "and its subject matter and consideration be given to establishing a Vocational Arts center in its own building." (page 13)

3. "That a vocational assessment program be developed and used to plan appropriate career/vocational education programs" (page 43) for special education students.

4. "That a thorough program be instituted to identify and help unmotivated and non-college bound students reach their full potential through scheduling and vocational counselling." (page 52)

5. "That the student body should be surveyed as to vocational goals and sufficient courses be instituted to meet this need." (page 58)

Two exemplary programs In the course of researching innovative teaching strategies and exemplary programs throughout the country, MASE was particularly impressed with the following and suggests that the Department of Pupil Services investigate them for possible inclusion in the Montclair curriculum.

Developmental-By-Pass Technique to help students gain information. The Franklin County Special Education Cooperative in Union, Missouri, has developed "A Developmental-By-Pass Technique" for teaching secondary school learning disabled students. The program concentrates on giving students solid information from the curriculum by means of read-along tapes (produced by the inmates of the Missouri State Penitentiary) rather than having them spend most of their school time remediating basic skills. This by-pass technique has contributed to immediate academic improvement for up to 60% of students. More information is available from the Franklin County Special Education Cooperative, Armour Bldg., Box 440, Union, MO 63084.

Instrumental Enrichment helps students become better thinkers. This is a

curriculum designed to develop thinking and learning skills for students of all ages. It was developed by noted Israeli psychologist, Reuven Feuerstein, whose great success in teaching problem solving strategies and independent thinking to low-achieving students, even after they reached adolescence, has brought him world-wide attention. Shirla Matthews, Montclair High School Resource Room Teacher, is trained in the Feuerstein technique and is prepared to conduct a seminar on the subject.

Long Term Planning for the Downs Syndrome Unit There appears to be no long term planning for the Downs Syndrome Unit at Nisuane. MASE recommends long term planning be started as soon as possible.

Untimed SATs The Department of Pupil Services should inform all parents of classified high school students that arrangements can be made to take untimed SATs. "Handicapped students post appreciable score gains on the modified test over the timed administration. Gains averaged between 30 and 38 points after typical practice, growth and measurement error effects had been taken into account...these gains were greater than those reported for nonhandicapped students given extra time, supporting the notion that time limits put disabled students at a disacvantage relative to the general test-taking population." (Bennett, R.E., Ragosta, M., and Stricker, L.J., The Test Performance of Handicapped People, Educational Testing Service, Princeton, N.J.)

Crisis Intervention and Counseling in Middle Schools A new service provided by the Department of Pupil Services under Secondary Special Education Grant, PL 94-142, is crisis intervention and counseling for the two emotionally disturbed self-contained classes at Montclair High School. The program was begun in January 1985. The objectives of the program are:

1. To provide therapeutic counseling to students in Emotionally Disturbed classes in the form of ongoing intervention in and out of the classroom setting.
2. To reduce disruptive classroom behavior interfering with productivity of other students.
3. To increase students' ability to cope with adult and peer relationships in their environment more effectively.
4. To decrease students' acting out, aggressive and impulsive behaviors that interfere with their productive functioning in the school setting.
5. To establish strong relationships with the school, home, and community ensuring follow-through and program continuity.
6. To increase parental support and involvement and assist parents in learning alternative coping strategies.
7. To provide in-service training for staff to assist in working with emotionally disturbed adolescents more effectively.

MASE urges the Department of Pupil Services to provide the same service in the Middle Schools.

In-service Training In-service training is essential for both special education and regular classroom teachers. Special education teachers need to keep abreast of new ideas, teaching strategies, and materials. Since Federal law requires placement in the "least restrictive environment", mainstream teachers have to accept classified students of many disabilities into their classes. They need in-service training to learn teaching methods and how to integrate classified students into their programs. Those mainstream teachers sensitive to the needs of handicapped students, quickly develop a reputation

and are then assigned large numbers of classified students. For example, Juta Knowland, Chairperson of the High School Science Department, taught a 9th grade, level 3, science course this year and of the 22 students in her class, 10 were classified. This is not fair either to the teacher or the students.

Denise Stamp Yannone in "Please, Someone Just Tell Me How, The Challenge of Working with Special Students," in the February issue of NJEA Review presents an excellent case for in-service training of the mainstream teacher.

> "Unceremoniously placing a special student in a regular class situation and expecting the teacher to carry on as usual ensures a short-circuiting of the mainstream program. And, without the mainstreaming program, special education cannot hope to succeed... Classroom teachers cannot cope with the pressures and demands of mainstreamed students without advance preparation and information." (page 17)

Alternate Testing Dr. Charles A Letteri has developed a cognitive profile which is suppose to be culture free. He may be reached at Center for Cognitive Studies, Waterman Building, University of Vermont, Burlington, VT 05405

Recreation Recreation is one of the related services mentioned in PL 94-142. The Department of Recreation in Montclair has obtained a grant and anticipates receiving a new grant to provide recreational services to the handicapped. However, in an interview with the Director of Recreation, MASE parents were advised that the Board of Education has refused to provide transportation to the activities that they have planned. The monies from their grant are specifically for salaries. Therefore, educational trips (to the theater, Sesame Street Park, etc.) are seldom if ever planned.

Field Trips More field trips should be scheduled for the self-contained classes throughout the system.

Speech Teachers of the Communication Handicapped should hold dual certification as teacher of the handicapped and in speech.

I.E.P. No subject should be deleted from an I.E.P. in grades K - 8. An I.E.P. should minimally include time lines wherever possible for goals and objectives. We are in agreement with the State Auditors that "all references to ethnicity should be deleted from pupil records."

Child Study Teams Sensitivity Training to parental needs and concerns should be provided to the child study team members.

SUMMARY OF RECOMMENDATIONS

In summary, MASE asks the Department of Pupil Services to:

1. Make a more concerted effort to identify learning disabled students in the elementary grades.

2. Require an examination by a neurologist before classifying a student emotionally disturbed.

3. Counsel parents who resist classifying their children for fear of stigmatizing labels.

4. Inform parents of their legal rights through more distribution of literature. The district should prepare and make available to each parent a handbook on parent rights.

5. Reduce class sizes where they exceed state mandated numbers.

6. Correct classroom problems sited in section on education facilities.

7. Conduct a full child study team evaluation before retaining a student suspected of a maturational lag.

8. Assign a guidance counselor for special education high school students.

9. Conduct a full child study team evaluation of children in BSIP who are [redacted] year or more behind in grade level.

10. Bring special education students and faculty more into the mainstream of school life.

11. Initiate greater use of computers in the high school.

12. Create more adaptive programs for classified students.

13. Expand pre-vocational and vocational programs.

14. Assess the following programs for use in Montclair: Developmental-By-Pass and Instrumental Enrichment.

15. Start long term planning for the Downs Syndrome Unit.

16. Inform parents about untimed SATs.

17. Initiate crisis intervention and counseling in Middle Schools.

18. Provide in-service training for both regular and special education teachers.

19. Increase budget to purchase audio tapes for students with reading disabilities.

20. Increase budget to purchase calculators for students having difficulty with math.

21. Dr. Charles A Letteri's cognitive profile should be researched.

22. The Board of Education should provide transportation for recreation for the handicapped.

23. More field trips should be scheduled for the self-contained classes.

24. Teachers of the Communication Handicapped should hold dual certification as teacher of the handicapped and in speech.

25. No subject should be deleted from an I.E.P. in grades K - 8.

26. All references to ethnicity should be deleted from pupil records.

27. Sensitivity training to parental needs and concerns should be provided to the child study team members.

IN CONCLUSION

Discrimination against the handicapped is deeply rooted in American thinking. However, the civil rights movement inspired advocates of the handicapped to seek and win equal rights legislation such as:

-The Rehabilitation Act of 1973 (PL 93-112) commonly known as Section 504 which prohibits discrimination against qualified disabled persons in any institution or program receiving federal funds.

-The Education for All Handicapped Children Act of 1975 (PL 94-142) which requires all educationally handicapped pupils to be provided a free, appropriate public education in the least restrictive environment.

-The Architectural Barriers Act of 1968 which requires that all buildings constructed or altered by the Federal Government be accesssible to and usuable by physically handicapped persons in accordance with standards established by the government.

-Developmental Disabilities Assistance and Bill of Rights Act assists and encourages states to improve care and training for developmentally disabled citizens. (Accommodating the Spectrum of Individual Abilities, U.S. Commision on Civil Rights, Clearinghouse Publications #81, September 1983)

Legislation is but the beginning. Attitudes and committment take longer to change. MASE observed the great dedication and eagerness of the special education staff to teach our children. But eagerness and dedication by teachers alone is not enough. The Montclair Board of Education must make an equal committment to service our handicapped children.

Montclair takes pride in being a multi-ethnic, multi-religious, and multi-socioeconomic community which voluntarily and successfully integrated its minority students into its schools. Now it must do equal justice to its handicapped children.

Inspired by the words of Pearl Buck, MASE devotes itself to that cause.

"Parents may find comfort, I say, in knowing that their children are not useless, but that their lives, limited as they are, are of great potential value to the human race. We learn as much from illness as from health, from handicap as from advantage - and indeed perhaps more. Not out of fullness has the human soul always reached its highest, but often out of deprivation. This is not to say that sorrow is better than happiness, illness than health, poverty than richness. Had I been given the choice, I would have a thousand times over chosen to have had my child sound and whole, a normal woman today, living a woman's life. I miss eternally the person she cannot be. I am not resigned and never will be. Resignation is something still and dead, and inactive acceptance that bears no fruit. On the contrary, I rebel against the unknown fate that fell upon her somewhere and stopped her growth. Such things ought not to be and because it has happened to me and because I know what this sorrow is, I devote myself and my child to the work of doing all we can to prevent such suffering for others." (The Child Who Never Grew, Pearl Buck)